DOCUMENT RESUME

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ABSTRACT

The Exploratory Field Experience in Education program is a field-based program for those students who indicate that they wish to pursue a professional career in education. The aim of the program is to assist the student in making an intelligent career choice early in his college years. The program is set for the first semester of the sophomore year. Public school personnel offer their classrooms as laboratories for the college courses and serve as consultants as well as team teachers. The students serve as aides in the schools for 5 half-days a week. In addition to being in the classrooms, students attend specially designed courses entitled "American Education," "Educational Psychology--Human Development," and "Education Workshop." These courses utilize the daily activities and experiences the students find in the schools. (Author/JA)

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ABSTRACT/INFORMATION FORM - 1974 DAA PROGRAM

(Please note: This information will be the basis for the description of your institution's DAA entry in the official DAA booklet given at the Annual Meeting and subsequently distributed widely.)

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Name of Program Submitted: Exploratory Field Experience in Education

Institution (complete name): Lyndon State College, Lyndonville, Vt.

President: Dr. H. Franklin Irwin

Campus Public Information Officer: Mr. William Geller

Faculty Member Responsible for Program: Mrs. Doris M. Wells

Title of the Faculty Member: Coordinator of Field Experiences

Signature: Doris M. Wells

Title: Coordinator of Field Experiences Date: Nov. 21, 1973

Please describe in 150-200 words the program which you have entered in the 1974 AACTE Distinguished Achievement Awards. A sample is included below to give a general idea of the kinds of information we need. Your abstract will be the basis for reporting your entry in Excellence in Teacher Education. Please continue on back if extra space is needed.

SAMPLE: *Hypothetical Sample Description:* Recognizing the necessity for public school teachers to have a continuing education as well as realizing the need for continually updating the elementary science curriculum, the College of Saint Alphonsia Joseph, together with the school district of Stockton, New Hampshire, began in 1969 the Advance Learning for Science Teachers Program (ALSTP). The program, initially funded by a National Science Foundation grant, features a six-week summer institute during which members of the college staff instruct teachers throughout the school district. Also, 30 consultants from the college's science and education departments visit each of the elementary schools during the year. Featured in the six-week institute are effective ways to teach environmental studies, using the neighborhood as key resource. The program has had sufficient impact to project a similar one for secondary science teachers.

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Part III Abstract

The Exploratory Field Experience at Lyndon State College is designed to orient the student in the field of elementary-secondary education so that he may make an intelligent career decision early in his college experience.

This field-based program offers the student opportunities to become involved in education from kindergarten through grade twelve while concurrently taking introductory education courses at the college.

The joint cooperation of the Newport-Derby School District and Lyndon State College is the key to the success of this experience. The public school administration

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and personnel offer their classrooms as laboratories for the college courses and serve as consultants as well as team teachers: the students serve as aides in the schools for five half days each week.

This full semester program for sophomores has been a positive force in initiating a similar field-based experience for juniors in connection with the integrated methodology course, Teaching Process, and Reading Foundations.

Exploratory Field Experience in Education

Part I - Summary of the Program

Recognizing the need for an early involvement in education for prospective teachers, Lyndon State College in partnership with the Newport-Derby School District initiated in 1972 a field-based program for those students who indicate that they wish to pursue a professional career in education.

The program, initially funded by the Vermont Regional Consortium, involves the first semester of the sophomore year. Each student participates as a teacher aide at all levels of elementary and secondary education.

In addition to the classroom experiences, students attend specially designed courses entitled American Education, Educational Psychology-Human Development, and Education Workshop. These courses utilize the daily activities and experiences in the schools as a laboratory.

The success of this program has been indicated by the assistance students have received in arriving at a career decision early in their college years and the information it provides to the college education department for counseling student candidates for Education Majors.

Part II - Comprehensive Explanation and Analysis of the Program

"What we have to do to make the education of teachers more pertinent is to require field experiences in the sophomore year for them (students) to see if they really want to go into teaching", says Mrs. Jean Simpson, Vice Chairman of the University of Maine Board of Trustees.

In the February, 1973 issue of The Common, a newspaper published monthly by the New England Program in Teacher Education, Mrs. Simpson goes on to state, "In teacher preparation the student and school has no way of finding out if he or she really wants to go into teaching until after graduation".

Lyndon State College in Lyndonville, Vermont, in partnership with the Newport-Derby schools is doing something about this problem.

Beginning in the Fall of 1972, all sophomores planning to follow the elementary education program have been required to spend one full semester in Education 208 - Exploratory Field Experience; secondary education majors are invited to participate as well.

The objectives for this program are:

1. To assist the student in obtaining the necessary information and first hand experience to make an intelligent career decision concerning the teaching profession;
2. To enable the student to make tentative decisions as to which level and in what capacity he wishes to gain competency in the teaching profession;
3. To assist the education department in deciding which students to accept as majors.

In this experience the students are required to spend a minimum of two weeks at each of the primary, intermediate, and junior high levels. Optional choices include kindergarten, high school, and special education

Part II - continued.

at all levels. Each student designs the sixteen weeks of the semester to suit his own needs and interests. The time is spent in observation and as an aide to the classroom teacher. The students perform all routine tasks, develop teaching materials, and work with an individual or a small group of children under the teacher's guidance.

College courses which are concurrent with this field experience are Human Development-Educational Psychology, American Education, and Education Workshop.

The above courses have been developed in conjunction with the field experience and have necessarily varied from the traditional approach. Human Development-Educational Psychology is a course which builds on the daily experience of college students interacting with elementary-secondary pupils and capitalizes on the wide range of grade levels that the Lyndon State College student encounters in the field experience. This type of exposure and subsequent class sessions afford the teacher candidate an experience which is far more stimulating than has been traditionally afforded by the textbook approach.

American Education, a course which has replaced the traditional foundations course found in most colleges, is team taught in the public school buildings by the college instructor and representatives of the local school system. Local school administrators, board members, teachers, lawyers, staff personnel, and State Department members act as consultants. This exposes the college students not only to the daily work of the classroom teacher but also to the socio-political and administrative aspects of education.

The workshops are geared toward exposing the student to the daily work of the teacher through experiences in subject matter, materials, and equipment common to the public school pupil. Through this type of first-hand approach to school, the student is able to find new dimensions

Part II - continued.

and meanings in the pursuit of his academic college program, and is more able to translate these academic experiences into a workable school curriculum.

As a follow up to this sophomore semester we are now experimenting with a field-based education program in which juniors are in public school classrooms in the Lyndonville-St. Johnsbury area on a regular Tuesday and Thursday morning schedule. The college course work in Teaching Process, (an integrated methodology course) and Reading Foundations is closely related to the classroom experience in which the juniors develop their own daily and long range plans, carry out these plans, and evaluate the results.

Evaluation, both oral and written, has been by administrative staff, teachers, students, and college personnel. Changes have been and are being made as needs arise. The students unanimously feel that the program is extremely valuable. Even the one student who decided she wanted no further contact with teaching felt that it was a semester well spent. College instructors of the present junior education classes often comment on the greater depth of understanding and commitment of the members of their classes.

A positive conclusive evaluation of this program cannot be ascertained until the first group of students is graduated and teaching.

The primary cost of the program is a part of the regular budget of the Education Department.

Additional cost to the college for this program includes approximately four hundred dollars ($400.00) travel expense for the college supervisor and seven thousand dollars ($7,000.00) for contractual bus service to transport the students. Public school personnel donate their services in exchange for the work performed by the student aides.